

**SOUTHWICK-TOLLAND REGIONAL
SCHOOL DISTRICT
REPORT OF THE SCHOOL COMMITTEE**

SCHOOL COMMITTEE:

Theodore Locke, Tolland, Chair2007
Linda Bathel, Vice Chair2008
James Vincent, Secretary.....2006
Elizabeth Sullivan, Vice Chair2006
Charles Condron.....2007
Elizabeth St. Pierre2007
Lisa Winch2008

**OFFICE OF THE SUPERINTENDENT OF
SCHOOLS:**

Thomas E. Witham, Superintendent
Paul R. Petit, Assistant to the Superintendent
For Business and Community Services
Kathleen Lynch, Administrative Assistant
Cynthia Lamoureux, District Accountant
Allison LeClair, Director of Instructional Programs & Grants
Patricia Benoit, Financial Clerk
Diane Enoch, Financial Clerk
Elaine St. Marie, Financial Clerk

**SUPERINTENDENT'S OFFICE
(STRSD & GRANVILLE PUBLIC SCHOOLS)**

Address: 86 Powder Mill Road, Southwick, MA 01077
Telephone: (413) 569-5391 FAX: (413) 569-1711
E-mail: superintendent@strsd.southwick.ma.us

School Days:8:00-4:00
Non-School Days:8:00-3:30

The office is open daily Monday through Friday except legal holidays. Appointments to see the Superintendent may be made by calling the office.

ADMINISTRATIVE STAFF BY SCHOOL:

Woodland Elementary School (K-4)

Beverly Phaneuf, Principal
Jonathan Rodgers, Assistant Principal
80 Powder Mill Road
Telephone: 569-6598 or 569-1721

Powder Mill Middle School (5-8)

Ronald Peloquin Principal
Charles Joyal, Assistant Principal
94 Powder Mill Road
Telephone: 569-5951 or 569-1713

Southwick-Tolland Regional High (9-12)

Michael Camerota, Principal
Michelle Boudreau, Assistant Principal
93 Feeding Hills Road
Telephone: 569-6171 or 569-1722

Student Services:

Noell Somers, Director
63 Feeding Hills Road
Telephone: 569-0111

**SCHOOL CALENDAR
2005/2006**

August	31	District Opening - Staff
September	1	Schools Open (Gr. 1-12)
	5	Labor Day
October	10	Columbus Day
November	11	Veterans' Day
	23	1/2 Day
	24-25	Thanksgiving Holiday
December 26 - January 2, 2004		Holiday Vacation
January	3	SCHOOLS REOPEN
	16	Martin Luther King Day
February	20-24	Mid-Winter Vacation
April	14	Good Friday
April	17-21	Spring Vacation
May	29	Memorial Day
June	15	LAST DAY
	22	5 Snow Days

Schools Close June 15 or whenever 180 days have been completed.

ANNOUNCEMENT OF NO SCHOOL:

Closing school because of weather conditions or other emergencies will be broadcast over radio stations WTIC-1080 am; WAQY-102; WMAS-1450 am, 94.7 fm; WPKX-97.9 fm; WHYN 560 am, 93.1 fm; and TV stations WWLP (22); WGGB (40) and CBS(3). Messages will also be sent via phone to all households via the ConnectEd system

DELAYED OPENING:

When the School Opening is being delayed it will be announced over the local radio and TV stations and via the ConnectEd phone system.

1. Buses will run two hours later, depending on the announcement.
2. Classes will start later.
3. Lunch will be served at the usual time.
4. Dismissal will be at the usual time.
5. Morning Pre-school and Kindergarten classes will not be held.

If a delay is announced, it will be best for parents to continue to listen for further announcements since the delay is also used when weather and road conditions are uncertain or are in a period of change.

ATTENDANCE:

School attendance is required by law but equally important is regular attendance. Illness should be the only excuse for being out of school. If your son/daughter is ill, it would be appreciated if you would notify the school by calling the school office.

SCHOOL DIRECTORY**WOODLAND ELEMENTARY SCHOOL**

Beverly Phaneuf, Principal, CAGS

Jonathan Rodgers, Assistant Principal, CAGS

Lynn Adzima, M45	Susan Jurgenson, M
Brenda Allan, M45	Christine Keefe, M30
Lenora Anderson, M	Kristen LaValle, M
Lois Baetens, M45	Lori LeClair, M
Natalya Baillargeon, B, LTS	Laura Markiewicz, B
Scott Bellone, B	Shawn Ostertfund, CAGS
Patricia Bessette, B15	Debra Patryn, M
Candis Bloomrose, M45	Florence Pitoniak
Mary Lou Chunglo, M45	Katherine Regan, B
Mary K. Devine, CAGS	Deberlee Rice, M45
Charlene Diaz, METCO	Sandra Santinello, B15
Lauren Dion, M	Pennie Sibley, M
Cynthia Drapeau, M45	Darcy Slessler, B
Julie Ethier, M45	Judith Spytek, CAGS
Mary Fernandez-Sierra, M	Emily Tampone,
Judith Fortier, M45	Erica Vanderleeden, B
Debra Gardner, M45	Bonnie Whalley, M30
Barbara Garri, CAGS	Tamara White, B, LTS
Diane Graham, M45	Joann Welch, CAGS
Johanna Halbeisen, M/2	Jennifer Wilson, B
Pauline Jones, M	Deborah Woodford, M/2

PRESCHOOL:

Donna Shea, M45

Barbara Price, M

Kristin Joyal, M, .5

TEACHER ASSISTANTS:

Heather Allen	Bonnie Jones
Tina Baysinger	Nicole Kane
Rebecca Bergeron*	Brenda Kaputa*
Maureen Berry*	Laura Kinney
Bridget Brennan	Brad Kreikamp
Mary Drummond*	Dawn Labarre*
Linda Faust*	Karen McKinney
Melissa Fitzsimmons, Tech	Sharon Messenger, Office
Cynthia Grannells*	Susan Quinn*
Jacqueline Hebert*	Rebecca Thomas
Deborah Higgins*	Virginia Ruscitti*
Susan Hosmer-Pitts*	Alex Schindel
Bonnie Jones	Elizabeth Taylor
Nicole Kane	Clara Valdes
Brenda Kaputa*	Nadine Ward
Laura Kinney	Cheryl Zampiceni

*Denotes Special Education Funded

POWDER MILL MIDDLE SCHOOL

Ronald Peloquin, Principal, M

Charles Joyal, Assistant Principal

Mark Archambeault, B15	Edward Goddard, CAGS
Kathleen Arduini, M	Beth Grady, M
Gail Arslanian, B15	Laura Hendrickson, M
Fred Baker, M	Emma Hynes, M
Susan Barnett, M	Patricia Labulis, M
Marisa Blais, B15	Joanne Mahoney, B15
Richard Carra, M30	Elizabeth Marcinowski, M45
Robert Casinghino, M	Isabel Marshall, B15
Brett Chiarello, MA	Phyllis McCullough, M/2
Kimberly Christenson, M	Michelle Meczywor, M
Kevin Clark, B15	Olga Michael, M
Robin Clark, B15	Susan Pac, M45
Thomas Condon, B15	Aaron Pearsons, B
Patrick Connors, M	James Pickering, B
Zach Danziger, M	Vanessa Radke-Yam, M
Terrance Day, M	Marsha Ramah, M45
Jane DeBarbieri, M45	Katherine Schlichtig, M
Ramona Dumont, B	Philip Sousa, B15
Charles Emery, M	Amadou Talla, B
Ramona Flynn, M/2	Janice Tingley, B15
Sharon Fouche, M45	Art Travis, M
Pamela Gentile, M,	Joyce Vanderleeden, M
	John Vershon, M45

REPORT OF THE SUPERINTENDENT

2005 was a reasonably stable year. New administrators acclimated themselves to our district and hopefully will be with us for a long time.

Space issues still present a challenge to the district, particularly at the elementary level. As a temporary solution, the School Committee placed three portable classrooms at the Woodland Elementary School. These detached facilities are servicing three fourth grade classrooms. The cost of placing these classrooms was about \$140,000. The monies came from our School Choice reserve funds which, in layman's terms, are the profits we have realized from accepting school choice students into our district.

The School Committee continues to examine solutions to our space and repair issues. To that end, the Committee established a Facility Needs and Enrollment Study (FNEC) subcommittee populated by members of the communities of Southwick and Tolland. The FNEC through the School Committee has hired Mount Vernon Group Architects (MVG) to assist with developing proposals to address issues regarding our buildings and space. In January 2006, MVG is expected to give us a report on the condition of our facilities and various suggestions on how we can best fix our problems. The target is to have some proposal ready for submission to the new state building association, MSBA, by July 1, 2007.

High Stakes testing, otherwise known as the MCAS tests, continues to maintain a high priority within the district. I am happy to say that all schools met their required targets, or what is commonly known as AYP (Annual Yearly Progress). The district, on the other hand, is deficient in one sub-group (e.g. low income, limited English proficient, special education, ethnicity) area and is working hard to bring that area up to AYP standards for this year's testing in May. Although all schools are making AYP, the district could be declared underperforming if this sub-group is again below the expected level for the district. Seems unfair but that is what No Child Left Behind demands.

The Southwick-Tolland Regional High School continues to work on accreditation issues. As you know from last year's report, they have received their accreditation from the New England Association of Schools and Colleges (NEASC) but continue to be on warning status in the areas of Assessment and Community Resources. Teachers and administrators are working to improve assessment procedures and opportunities for students. This will be a long, gradual process as teachers investigate and change their methods of assessing students.

The main issue causing our warning status for the Community Resources Standard is the lack of proper

funding for our schools. Statistics are cited that show we are well below state and federal per pupil cost averages. In the coming year, Principal Camerota must file a two year report to the NEASC speaking to increased funding from the towns or not. At that time they will be looking for progress in increasing funding to an acceptable level (at least state average). Then they will decide whether to continue our accreditation or not. This is a solution more in the hands of the towns than the school district.

This is an overview of some of the activities taking place this year. I am very fortunate to be associated with this wonderful school system where there is an exceptional administrative team leading dedicated teachers in the quest to provide a high quality education for the students. Decisions are being made that put the children first. We will all continue to strive for excellence and seek to ensure that all students receive an appropriate, high quality education.

Respectfully submitted,

Thomas E. Witham

Thomas E. Witham

Superintendent of Schools

<http://www.strsd.southwick.ma.us>

REPORT OF THE SECRETARY OF THE SCHOOL COMMITTEE

As a school committee, we try to be responsive to our constituencies, sensitive to the diverse needs of all learners and advocates for students and learning. Our goal is to have a harmonious and productive relationship with Superintendent Witham and Assistant Superintendent Petit.

The primary role of any school committee is to establish and periodically review educational goals and policies for all schools in the district, consistent with the requirements of law and the statewide goals and standards established by the State Board of Education. Before making any policy decisions we solicit information and recommendations. Presently, we are in the process of revising and updating our entire policy manual to coordinate with the National School Board Association policy manual which has been adopted by the Massachusetts Association of School Committees.

Another of our roles is to review and approve the budget for public education. Our goal is to ensure that necessary funds are appropriated for the district and that a balance is maintained between needs and resources. As a district we still fall short of other communities in the percentage of monies that are allocated to education. The district's per pupil

expenditure of \$6,737 is one of the lowest when compared to surrounding communities.

As a committee, we are continuing to study space and repair needs of all three schools. We have established a new Facility Needs and Enrollment Study Committee consisting of community members from both Southwick and Tolland. This new committee is chaired by Mrs. Karen O'Connor. The committee, with monies appropriated by the school committee, hired Mount Vernon Group Architects to assist in developing proposals to address all issues.

We continue to work closely with the administration, school council, and staff of each school so that they may accomplish the initiatives outlined in their individual School Improvement Plans.

The committee thanks all volunteers who are involved in our schools. You do make a big difference and enhance the atmosphere within each school building.

In closing, we welcome the general public at our meetings and seek community input.

Respectfully submitted,

James Vincent, Secretary
Southwick-Tolland Regional School District.

WOODLAND ELEMENTARY SCHOOL ANNUAL REPORT

As Principal of Woodland Elementary School, it is my pleasure to submit the annual report for 2005. Working with the School Council, we are guided by the goals and objectives defined in our School Improvement Plan. This advisory board helps identify school needs, and offers budgetary recommendations.

School Council members include:

Beverly Phaneuf, Principal, Co-Chair
Lois Baetens, Teacher, Co-Chair
Bridget Felix, Parent, Secretary
Diana King, Parent
Michelle Munday, Teacher
Patty Bessette, Teacher
Lora Monroe, Parent
Sharon Cournoyer, Parent
Maureen Girard, Community Representative

The School Improvement Plan outlines the following goals for this year:

- To promote a positive school climate.
- To develop a School-Wide Civility Program.

- To maintain AYP in Mathematics and English Language Arts for all students in third and fourth grade.

A variety of initiatives have been put in place to foster a positive school climate. In addition to recognizing staff and student accomplishments, a district-wide Student Ambassador Program designed in cooperation with all three school councils was created this year. We introduced a civility program that uses a monthly theme to focus on polite, respectful behaviors throughout Woodland. Morning announcements and student displays have highlighted our accomplishments. In the fall, we received notification from the Department of Education that Woodland met "Adequate Yearly Progress" for 2005 in the fall.

We joined together in January to support a student request to raise money for Tsunami victims. A group of third graders created posters asking for donations from students and staff and within a week collected just over a thousand dollars that was forwarded to the Red Cross.

Work on the "Paint the Walls" project continued. Using the theme "Where in the World is Woodland School", a series of floor to ceiling sized maps were added to the wall opposite the library. Starting with the towns of Southwick and Tolland, each successive mural shows the location of our school as one moves from town, to state, to county and finally to the world map. A staff recognition mural outside the main office incorporates the names of all employees along with a sign that says, "You're the Best"! A six by eight foot diagram of the water cycle adorns the second grade hallway. Under construction is an outside theater, which is being created in the school dining room.

Family and friends gathered for our seventh annual ziti dinner and auction in March. Classroom "theme" baskets, gift certificates and household items were just some of the items up for bid. Over seven thousand dollars was raised through the efforts of P.T.O.

During the summer, construction and custodial crews worked tirelessly to add three portable classrooms to our building which now house fourth grade students. The additional space allowed us to reclaim our art room to the delight of everyone. We also gained space for remedial reading instruction and special education services.

Three of our veteran teachers retired this year. We said "goodbye" to Kathy Machowski in June. A highly trained and dedicated Reading Recovery teacher, Kathy measured her success by the number of her students who became proficient readers under her able tutelage.

Joyce Dintzner retired in September after a very successful career as our elementary music teacher. Perhaps best known for her elaborate productions of the Nutcracker, Joyce shared her talent and love of music with countless students over the years.

Polly Jones retired in November. Her love of literature, attention to detail and artistic flair provided the perfect combination of skills needed to successfully guide students through the many challenges of fourth grade.

In the fall, when the 2005 MCAS results were published, we reported seventy-eight percent (78%) of our third graders as "Proficient" readers, nineteen percent (19%) received "Needs Improvement" and two percent (2%) received "Warning" status. On the fourth grade English Language Arts test, sixty-three percent (63%) of students received "Advanced" or "Proficient" scores, thirty percent (30%) received "Needs Improvement" and eight percent (8%) received "Warning". In mathematics, forty-three percent (43%) of fourth graders received "Advanced" or "Proficient", forty percent (40%) received "Needs Improvement" and seven percent (7%) received "Warning".

Our second annual golf tournament was held in October at the Southwick Country Club. Parents and friends came out to "Swing for Our School" and raised over nine thousand dollars toward the purchase of a climbing wall for our gymnasium. As I write this report, the materials for an 87 foot wall are in the gym waiting installation later this month.

"Honoring Those Who Serve" was the theme of this year's Veterans' Day celebration. Our program was designed by second grade teacher Melissa Mottarella. Students presented a play, read original compositions and sang patriotic songs to honor the men and women in the armed forces.

We brought our year to a close in December with a Winter Concert arranged and directed by Mrs. Natalya Baillargeon. There was standing room only as each grade performed a series of holiday songs. Instrumental selections were directed by Mr. Chuck Emery.

This has been a very rewarding and productive year.

Our P.T.O. continues to be extremely supportive of the work we do through their financial support. They have also offered a number of "after hours" activities to bring families into our building. Our school volunteer program continues to flourish as parents and community members work side by side with staff to offer a supportive learning environment. Thanks to the dedication and commitment of everyone at Woodland, we have created an outstanding learning community.

This is my final report as Principal of Woodland School. I plan to retire in June. I am grateful to the townspeople of Southwick and Tolland for the opportunity to have served in this role over the past fourteen years. I am proud of what we have accomplished and feel fortunate to have been part of this process.

Respectfully submitted,

Beverly Phaneuf, Principal

POWDER MILL MIDDLE SCHOOL ANNUAL REPORT

Our annual report incorporates specific descriptions of the 2004/2005 annual goals and the progress made towards attaining them. As you will note through your reading, the administration, staff and school council established goals that correlate to the "No Child Left Behind" initiative promoted by the federal government and supported by the Massachusetts Department of Education.

We established specific objectives for each goal to further refine our site based needs and targets. The attached "Specific Objective Summaries" will provide you with information related to the progress made toward the attainment of each goal.

The NCLB goals, like our site based objectives, present us with long term challenges. We have and will continue to move our school towards excellence and the attainment of each goal.

POWDER MILL MIDDLE SCHOOL MCAS - FOUR YEAR COMPARISON

- THE EFFORTS OF THE STAFF AND STUDENTS YIELDED POSITIVE RESULTS AS NOTED IN THE FOLLOWING PERFORMANCE SCORES. WE VIRTUALLY MADE GROWTH IN ALL AREAS AND HAVE ESTABLISHED A MOMENTUM FOR THE UPCOMING YEARS...

	MCAS 2002	MCAS 2003	MCAS 2004	MCAS 2005
Grade 5 Sci/Tec	N/A	Scaled 249	Scaled 244	Scaled 244
Grade 6 Math	Scaled 236	Scaled 236	Scaled 238	Scaled 243
Grade 7 ELA	Scaled 244	Scaled 246	Scaled 246	Scaled 248
Grade 8 Math Sci/Tech	Scaled 234 N/A	Scaled 238 238	Scaled 239 241	Scaled 238 238

2004 – 2005 SPECIFIC OBJECTIVE SUMMARIES

GOAL #1 – All students proficient or advanced in Reading/English Language Arts and Mathematics by 2013-2014.

NEEDS ASSESSMENT – No Child Left Behind Initiative, staff and students, MCAS scores, comprehensive preparation of students moving to the secondary level.

SPECIFIC OBJECTIVE – To introduce teaching and learning strategies leading to grade level student mastery in the areas of reading and writing, support teaching instructional methodology that provides opportunity for learning for all ability levels, application based mathematics program at all grade levels, and improve MCAS performance scores for all students.

During the 2004/2005 school year we once again reaffirmed the importance of writing and reading across the curriculum. The integration of writing at all levels and in every content area has remained a focus of the administration and faculty. Two substantial changes were made in design and assessment of our 2004 fall writing prompt. This year we created prompts based upon an open response format. Once again we highlighted social studies and science engineering/technology. The open response format requires that students write concisely on topic and address the questions with specific detail. Upon a review by our middle school scoring team, utilizing a MCAS style rubric, our students are making progress in writing.

This year student writing samples were returned to science and social studies teachers who have conferenced with students throughout the school year to improve their writing specific to the fall prompt. On June 1st final draft writings from each student will be added to the Individual Student Success Plans for baseline reference in the fall of 2005.

Upon review of a promising internet based MCAS remediation program, "Study Island", we have been able, through the use of technology, to provide both guided and independent support for students in the areas of mathematics, ELA, and science engineering/technology. This program has become a valuable tool for students during the school day and at home. Designed specifically on the framework of the Massachusetts Comprehensive Assessment and the Massachusetts Frameworks, support activities are relevant and current. We look forward to the expanded use of this program during the 2005/2006 school.

The creation and implementation of our "Advisory Mathematics Activity Block" has enabled us to

provide additional support to our students in mathematics on a weekly basis. I believe that it has been a beneficial experience for all members of the faculty and administration. Because this program is a collaborative effort, involving all members of the administration and staff, we have, as individual advisors, experienced the challenges of MCAS mathematics as joint participants with our students. We have become more aware of specific requirements and challenges placed upon them and us as educators. Once per week, for a forty minute block, every student and member of the faculty, serving as advisors, have worked together to conquer the challenges of MCAS mathematics.

Through our employment of "Lock Block Mathematics" at the grade six and grade eight levels, we created a better system to meet the needs of all learners. This structure has enabled us to accelerate mathematics for those students demonstrating readiness as well as meet the needs of those in the middle and requiring remediation. Coupled with our accelerated mathematics program at grade seven, we have now tailored instruction for the majority of students in the middle school.

The Connected Mathematics Program has been implemented at all grade levels. During the 2005/2006 school year we have made it our goal to fully introduce all mathematical topics incorporated within the design of CMP.

Approved curriculums in all content areas have been implemented at the middle school. As discovered during the 2003/2004 school year, instructional pacing has been a challenge for all teachers. During the 2004/2005 school year the administration and curriculum coordinators designed and implemented an instructional pacing assessment tool utilized at the 90th, 120th and 180th day of the school year. This support structure has been helpful to the teachers as well as the administration. The process has helped us to insure that all students are exposed to middle level curriculum in a timely and effective manner.

GOAL #2 – All students educated in learning environments that are safe, drug-free and conducive to learning.

NEEDS ASSESSMENT – No Child Left Behind Initiative, monthly discipline reports, Safety Task Force recommendations, Safety Program Survey.

SPECIFIC OBJECTIVE – To expand the implementation of a successful bullying prevention program and safety program at the middle school. Through expanded implementation, secure the creation of a healthy educational environment which enables all students to achieve at optimal level.

We addressed a number of activities outlined in goal #2 during the 2004/2005 school year. We continued to promote Red Ribbon Week activities during the fall of 2004, an activity that has occurred for the past three years. This week long event brought students and staff to higher degrees of awareness around healthy decision making and behaviors associated with a healthy life style. The D.A.R.E. program, maintained during 2004/2005, helped to support an established foundation in which to build upon throughout the rest of the year. We also established the foundation and funding for a new program **"SHOW YOUR T.R.U.E. COLORS"** (Tolerance-Respect-Understanding-Empathy), a part of our Culture of Respect Week, for students during the spring and fall of 2005. Expanding our initiatives to include this program, designed and implemented by our students, parents and staff, will create the opportunity for ownership of a "grass roots" initiative based upon our unique characteristics. Through shared decision making from design to implementation this collaborative effort will serve to strengthen the environmental framework already established.

The Second Step Program was moved forward into grade six during the 2004/2005 school year. Through the efforts of our Safety Coordinator, during the last month of grant funding and our grade level guidance counselor, we were able to accomplish this goal. We are continuing our efforts to train staff and move the program to the next level during 2005/2006. Students in our alternative education program have also participated in the Second Step Program during 2004/2005.

Our ability to participate in the Foundation for Excellent School Program did not materialize during the 2004/2005 school year due to a decrease in funding. We did, however, continue to move on a number of programs generated from our affiliation. The mentoring program maintained momentum during 2004/2005. Our grade 7/8 counselor made it a mission of hers to support student involvement. Nearly thirty students participate on a weekly basis.

On a continual basis we have put forth effort to locate grant funding for safety programming at the middle school. We received a positive evaluation from the Department of Education during the February, 2005 coordinated review. As a result, the program evaluator from the Department of Education shared a willingness to help us in securing some potential funding sources for the 2005/2006 school year. With the elimination of the Safety Coordinator's position at the middle school, a result of exhausted funding, the support of the DOE may help us to continue our efforts at the middle level.

We utilized the data compiled in the spring 2004 Safety Survey for Powder Mill Middle School to promote middle school programming during the 2004/2005 school year. The information, specific to bullying, was valuable as we further defined our bullying policy formally outlined in our 2004/2005 student handbook. A great deal of effort was put forth in helping students to recognize and appropriately respond to bullying. Staff was also provided with guidance on the same topics.

We have noted a degree of difficulty in moving a number of initiatives forward as outlined in the 2004/2005 School Improvement Plan. This struggle was directly related to the discontinuation of the Safety Coordinator position at the middle school. While we were able to make growth in a number of key areas, moving more detailed aspects of this goal were problematic and will require additional time. It is our hope and commitment to attempt the restoration on this most valuable position.

The Department of Education also reviewed our alternative education program, Crossroads, and at first review they appeared pleased with our proactive approach to meeting the needs of children at the middle level.

GOAL #3 - All students graduate from high school.

NEEDS ASSESSMENT - No Child Left Behind Initiative, School Council, MCAS performance scores.

SPECIFIC OBJECTIVES - Expand articulation and dissemination of student data through the K-12 continuum. Coordinate curriculum and instruction in all content areas leading to a more seamless transition from year to year and level to level.

We continued our joint council discussions with our meeting on February 9, 2005. Once again our agenda focused on issues relevant to student transition, curriculum, mentoring and student data. This meeting produced positive results. Council members decided to focus on a "Student Ambassador" program as a part of student transition during 2005/2006. Additionally, we made it a goal of all three councils to refine the transfer of student data within and between schools. Members from each council volunteered to serve on a study group during the spring of 2005 and again during the 2005/2006 school year. These annual meetings have helped us to make connections and open dialogue that may otherwise not happen.

The administration and staff at Powder Mill Middle School made sizeable strides forward in the areas of curriculum and programming for students. The

creation of the Advisory Mathematics Activity Block, replacing our student advisory program, has created a valuable opportunity for students and staff to explore and develop strategies relevant to MCAS mathematics. This new program has placed every teacher, guidance counselor and administrator in the role of academic advisor. In a collaborative manner we have provided much needed support to our students in the area of mathematics.

With the introduction of "Locked Block Mathematics" at the grade six and grade eight levels, we have been able to tailor instruction in mathematics to more tightly heterogeneous groupings. This has allowed us to better meet the needs of all learners. Our structure at the grade eight level includes:

- "Accelerated Volume 1 and 2 Algebra"
- "Algebra Volume 1"
- "Grade Level Connected Mathematics"
- "Mathematics for Students with Special Needs"
- "Title 1 Mathematics"

During the January 14, 2005 Teacher Professional Development day our grade 7/8 counselor facilitated professional development specific to data compilation and transfer. We have maintained discussion at the administrative and school council levels with the intent to further refine the process and structure during the 2005/2006 school year.

Due to reduced funding we were not able to participate in the Foundation for Excellent Schools program during the 2004/2005 school year. We have however maintained our connection with area colleges and continue to promote our "Early College Awareness" program. We will send 85 students from our multi-year teams to Westfield State College and American International College during the spring of 2005.

GOAL #4 – All students taught by highly qualified teachers by 2005/2006

NEEDS ASSESSMENT – No Child Left Behind Initiative, staff and students, MCAS performance scores, district and state curriculum requirements, graduation rate and student preparation leading to post secondary education, School Committee Strategic Plan.

SPECIFIC OBJECTIVE – To advance teacher skill level, access to most current practice, professional development specific to instructional methodology required by newly employed curriculum.

New staff members at Powder Mill Middle School were assigned a mentor upon their arrival. We maintained access to the program for a second year

for those staff members who indicated a desire for more long term support. Administrative support for all teachers continues through open communication, objective evaluation and professional growth opportunities.

Professional development activities for 2004/05, while appropriate for veteran and new staff, focused on current practices and research based programming that will promote a healthier learning environment in every classroom. A primary focus for 2004/05 was "Brain Research" and "Differentiated Instruction." Two of our three in-service days were dedicated to this topic. We will continue to promote similar professional development opportunities during the 2005/06 school year. As a form of topic expansion we plan to explore curriculum compacting a more in-depth study of Bloom's Taxonomy and learning styles.

With well designed curriculums in place, we will continue to focus our efforts towards maximizing student learning and achievement through more effective teaching practices, lesson designs and instruction methodology. Ongoing professional development in the areas highlighted during 2004/05 will continue to be high priority for the foreseeable future.

Teachers are consistently encouraged to participate in professional development as presenters, participants and planners. We encourage their involvement on district and building level committees. At the middle school administration works in collaboration with faculty in all aspects of programming, curriculum, professional development and maintaining a building level environment that supports learning.

Respectfully submitted,

Ronald W. Peloquin, Principal

POWDER MILL MIDDLE SCHOOL STUDENT ACTIVITY FUND ACCOUNTING

Balance June 30, 2004		\$19,950.36
Received	\$131,029.27	
Expended	\$126,894.42	
Balance June 30, 2005		\$24,085.21

SOUTHWICK-TOLLAND REGIONAL HIGH SCHOOL ANNUAL REPORT

I am pleased to submit my third report as Principal of Southwick-Tolland Regional High School. In my short tenure of three years, I have witnessed the dedication of the School Committee, the district administration, the professional staff of the high school, the School Council, the students, and their parents. We are working together to transform Southwick-Tolland Regional High School into a learning community characterized by a culture of respect. This year we have had a number of incidents at the high school involving fighting, possession of marijuana, and a general atmosphere of disrespect. Recognizing the need for action, we are determined to be proactive. A School Safety Committee has been formed composed of administrators, teachers, students, parents, and interested community members. Our goal is to truly achieve the mission of Southwick-Tolland Regional High School:

Southwick-Tolland Regional High School strives to provide a safe, supportive, respectful environment dedicated to the academic, personal, and cultural evolution of every student.

Any plan of action to accomplish this must and will include the following:

- Securing the school, so that all areas are safe during the school day.
- Establishing a presence throughout the building and monitoring hallways, the cafeteria, and other common areas.
- Establishing more personal contacts with students beyond the classroom.
- Rewarding students for positive behaviors.
- Challenging students to take responsibility for their own actions and engaging them in establishing a culture of respect.
- Challenging parents to take responsibility for the actions of their children.
- Integrating a Social and Emotional Learning (SEL) component into the existing curriculum:
 - Providing students with basic skills such as good-decision making and refusal skills, which enable them to successfully avoid engaging in high risk behaviors and to participate in positive behaviors.
 - Providing students with coping skills, which enable them to control their emotions, to overcome obstacles, and to refrain from acting impulsively.
- Reviewing our discipline code, exploring a number of options such as re-instituting internal suspension.

We continue to be accredited by The New England

Association of Schools and Colleges (NEASC), but we remain on "warning" status for the following educational standards:

In July, 2005, we submitted a Special Progress Report to the Commission on Public Secondary Schools, which detailed the progress we have made. The Commission acknowledged the progress that has been made. The Commission was pleased to learn of the following:

- The dramatic increase in the budget resulting from increased and enhanced communication between the school and municipal officials.
- The plan for funding identified capital needs.
- The increased focus on instructional practices at faculty and department meetings.
- The establishment of a formal mentoring program for teachers.
- The system-wide effort to engage teachers in the assessment of professional development needs and in participation in the decision-making process related thereto.
- The appointment of a technology coordinator and the updating of the five-year technology plan.
- The initiative to develop a broader-based response to the need to assist students in dealing with sexual harassment issues, anger management, substance abuse issues, the development of tolerance/acceptance, and emotional wellness.
- The establishment of a framework and the allocation of sufficient time to ensure the involvement of the entire staff in the follow-up process.

Still, our work is not done. In October, 2006, we must submit a Two-Year Report that responds to the fifty-five recommendations made by the NEASC Visiting Team. In particular, we must provide detailed information on action taken to address the following:

- Provide an update of progress in establishing formal processes to facilitate professional dialogue about, and the examination of, student work in order to inform instructional practice and improve student learning.
- Detail strategies being employed to ensure that all classes at all levels engage students in inquiry, problem-solving, higher order thinking, and the application of learned knowledge.
- Provide a copy of the *Facility Needs and Enrollment Report*.

To address the issue of Improved instruction, heavy emphasis has been placed upon professional development. Teachers have participated in a number of professional development offerings:

- *Improving Instruction in the Eighty-Five Minute Block Schedule*
- *Differentiated Instruction*
- *Classroom Management*
- *Integrating Technology into the Classroom*
- *Critical Friends Groups*

Moreover, the Southwick-Tolland Regional High School Council is guided by the goals and objectives defined by the School Improvement Plan. The Council's role is to identify school needs including budgetary recommendations. School Council members included:

Daniel Nicholson, Student
 Peter McDyer, Student
 Nikki Ratchford, Student
 Sarah Barstow, Student
 Wayne Lis, Teacher
 Amy Pomeroy, Teacher
 Mary Louise Kearns, Teacher
 Valerie Dulude, Parent
 Joseph Molta, Alumni Representative
 Kirk Sanders, Parent
 Kathy Glista, Parent
 Susan Hepburn, Parent
 Michael Camerota, Principal and Co-Chair

The School Improvement Plan outlines the following school-wide goals:

- Enhance educational excellence.
- Develop and implement programs for civility, safety, and responsibility.
- Sustain and increase student, parent, and community involvement in the life of the school.
- Continue to promote and provide professional development for staff.

This marked the eighth year we have administered the Massachusetts Comprehensive Assessment System (MCAS) tests to all tenth grade students. Student performance on the tests, particularly in Mathematics, continues to improve.

Pass Rate English Language Arts:

1998/99= 74% 2004/2005=94%

State Average= 91%

Pass Rate Mathematics:

1998/99= 43% 2004/2005= 90%

State Average= 84%

Those, who have not met the competency determination (score of 220), continue to be offered a variety of methods and opportunities to meet this passing grade, including retests and a portfolio appeal which contains samples of student work and attests to their competency. To date, no student has failed to graduate because of the MCAS competency requirement.

The number of graduates in the Class of 2005 was 124. Of these, 53% furthered their education at a four-year college; 26% furthered their education at a two-year college; 5% entered a 1-3 year terminal program; 3% entered military service; 3% sought employment; and 9% were undecided. Graduates attended a number of schools including: Holyoke Community College, Westfield State College, University of Massachusetts, American International College, Western New England College, Bay Path College, Bentley College, Elms College, Duquesne University, Fairfield University, Ithaca College, Marist College, Massachusetts College of Art, Northeastern University, Siena College, Worcester Polytechnic Institute.

Southwick-Tolland Regional High School is committed to the education of the entire person by providing a wide variety of co-curricular programs. Student Council, Students Against Destructive Decisions (SADD), Math Team, *As Schools Match Wits*, Debate, Model Congress, Mock Trial, Voice of Democracy, World Affairs Seminar, Hugh O'Brien Youth Program, Interact Club, *Scanner* (yearbook), *Spectator* (newspaper), *Probe* (literary magazine), Visual and Performing Arts Festival, Art-All State, Music All-State, Dual Enrollment and numerous athletic teams and competitions enrich the lives of our students. The Renaissance Program, the Principal's Awards for Academic Excellence, the Anabasis Chapter of the National Honor Society, the Richard Atkinson Scholarship, the Teachers' Scholarship Fund, and teacher commendations encourage and promote academic, civic, and cultural excellence.

The Diversified Learning/Business Education Alliance continued to bridge the school community and the world of work. A number of students participated in the internship program and external grants provided monies for teachers to attend Business Education Alliance externships. The Recognition Reception for students and their mentors was well attended by parents and friends of the Diversified Learning students.

The Fine Arts Department hosted many events during the school year. Events included the Pops Concert, Winter Concert and Art Show, One Act Plays, a Drama Club production and a musical.

Athletics, the other half of education, continues to play an important role in the lives of our student-athletes. Approximately 300 student-athletes participated in a number of sports:

- The Baseball Team won the league title.
- The Wrestling Team won the Western Massachusetts Championship.
- The Girls' Soccer Team won the league title.
- Craig Maddy and Luke Woodman were winners in the Western Massachusetts Wrestling Tournament.
- Craig Maddy finished 8th in the Western Massachusetts Cross-Country Championship.
- The Boys' Soccer Team and the Boys' Basketball Team all advanced to the Western Massachusetts Tournament.

In closing, we have accomplished a great deal as a school, and we have much to accomplish as we continue to transform our school into a learning community for the 21st century.

Education has for its object the formation of character.
Herbert Spencer

Respectfully Submitted,

Michael J. Camerota, Principal

Student Activity Fund Accounting

Balance July 1, 2004		\$61,809.11
Received	\$147,815.16	
Expended	\$120,160.80	
Balance June 30, 2005		\$89,463.47

REPORT OF THE DIRECTOR OF STUDENT SERVICES

This past year was a challenging one in the Special Services Department as we continued to evaluate the support services provided to a wide range of students in the district. We welcomed some new faces to our programs and expanded our ability to meet the needs of students with exceptionalities.

The Southwick Tolland School District provides a free, appropriate public education (FAPE) to approximately 270 students with special needs. One of the primary goals of the Department of Special Services is to work collaboratively with each of the schools in the district to meet the needs of a diverse population of learners.

The District offers a continuum of services to our

students. We have specialists on staff including, Autism Specialist, Speech and Language Pathologists, School Psychologists, Occupational Therapists, Physical Therapist, Teachers of the Hearing and Visually Impaired and Adjustment Counselors. Special Education teachers provide specially designed instruction to eligible students within grade level classrooms as well as a limited number of pull out programs.

This past year the Massachusetts Department of Education oversaw STRSD compliance with education requirements through the Coordinated Program Review System (CPR). The areas that were reviewed in the STRSD included; Special Education, Civil Rights, Title I, Safe and Drug Free Schools, English Learner Education, and Nutrition Programs and Services. While the findings of this review were favorable overall, we have work to do in designing programs for our limited English proficient students. The Southwick Tolland Regional School District Final Coordinated Program Review Report is available on the Department of Education web site at www.doe.mass.edu.

While the major of our special needs students are educated within the district, several students attend out-of-district or residential programs. Funding for these programs comes from federal, state and local sources.

A major law affecting special education in this country was reauthorized. The Individuals with Disabilities Education Act of 2004 (IDEA) aligns IDEA closely to the No Child Left Behind Act (NCLB) helping to ensure equity, accountability and excellence in education for children with disabilities. While regulations implementing the IDEA 2004 are being prepared, Massachusetts regulations for special education will be aligned to these federal requirements. We anticipate some future procedural changes as a result.

The Southwick Tolland Regional School District will continue to provide a free appropriate public education for students with disabilities as students, parents, teachers and administrators work together to provide quality services and instruction from early childhood through graduation from high school.

Respectfully Submitted,

Noell Somers, Director of Student Services